

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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February 22, 1979

78-7935

TO: All Individuals and Groups Interested in the Activities of the Commission for Teacher Preparation and Licensing

FROM: Peter L. LoPresti, Executive Secretary *PL*

SUBJECT: Credentials for Teachers of Adapted Physical Education

The Commission is considering the adoption of guidelines for institutions of higher education to use in developing professional preparation programs for the training of teachers to teach pupils who require adapted physical education. The guidelines are being developed in response to California Administrative Code Title 5 Education Regulations, Section 3112;

"(c) Teachers initially employed after September 1, 1980, instructing remedial-adaptive physical education shall have a credential authorizing the teaching of physical education and specialized training in remedial-adaptive physical education as established by the Commission for Teacher Preparation and Licensing."

The enclosed proposed guidelines are being sent to the field to seek the widest possible response to determine their adequacy. I hope you will duplicate and distribute this statement to anyone you believe might be interested in responding. For your information, this document is being distributed to college and university presidents, academic deans, deans of education, directors of education programs, county and selected district superintendents of schools, appropriate associations and others.

To provide the Commission an opportunity for thorough review, and to allow time for correlation and assimilation of the information, we would appreciate your reactions and suggestions in writing by April 15, 1979. Both positive and negative responses are requested. Before any guidelines are officially adopted by the Commission, a public hearing will be scheduled in order to provide additional opportunity for submission of recommendations.

The Commission welcomes your continued participation in this important undertaking. If you have any questions, please feel free to contact Dr. Richard Mastain (916) 445-8097, Dr. Paul Finkbeiner (916) 322-5988, or me (916) 445-0184.

TASK FORCE ON STANDARDS FOR PROFESSIONAL PREPARATION IN ADAPTED PHYSICAL EDUCATION

Guidelines for Academic Preparation

Emphasis Credential Adapted Physical Education

FINAL DRAFT 10/19/78

Suggested % of Total	Task Force Recommendations Scope and Content	Suggested Changes and Comments
20%	<p>1.0 Biological Foundations</p> <p>1.1 Physical Growth and Development</p> <p>1.1.1 Demonstrate understanding of atypical physical growth and development.</p> <p>1.2 Kinesiology</p> <p>1.2.1 Demonstrate understanding of the analysis of motor deficits.</p> <p>1.2.2 Demonstrate understanding and appreciation of the unique structure of individuals with exceptionalities.</p> <p>1.2.3 Demonstrate knowledge of biomechanical principles related to artificial devices, posture and pathological conditions that affect motor function.</p> <p>1.3 Physiology of Exercise and Motor Functioning</p> <p>1.3.1 Demonstrate understanding of pathological conditions in the human organism and their effects on motor performance.</p>	

- 1.3.2 Demonstrate knowledge of the design and conduct of instructional programs in accordance with medical treatment affecting physiological disorders and aging.

1.4 Neurological Basis

- 1.4.1 Demonstrate knowledge of the organization and function of the nervous system.

- 1.4.2 Demonstrate understanding of neurological disorders and their implications for motor functioning.

5% 2.0 Sociological Foundations

2.1 Recreation and Leisure in the Community

- 2.1.1 Analyze the role and the significance of recreation and leisure in the lives of the handicapped.

- 2.1.2 Demonstrate understanding of recreation and leisure opportunities for the handicapped in the community.

- 2.1.3 Demonstrate understanding and appreciation of the potential for human interaction and social behavior occurring in competitive activities.

20% 3.0 Psychomotor Foundations

3.1 Motor Learning

- 3.1.1 Demonstrate understanding of sensory motor development.

3.1.2 Demonstrate understanding of the principles of motivation on the development of motor skills with emphasis on the exceptional individual.

3.2 Self Realization

3.2.1 Demonstrate understanding of the relationship between positive and negative movement experiences and self enhancement.

3.3 Personality Dynamics

3.3.1 Demonstrate understanding of the relationship of personality dynamics to motor performance and the adjustment of the exceptional individual.

3.4 Behavior Management

3.4.1 Demonstrate an understanding of motivation and its effect on behavior.

3.4.2 Demonstrate understanding of various modes for managing behavior consistent with the individual's educational plan.

4.0 Foundations and Understandings

4.1 Historical Aspects

4.1.1 Demonstrate knowledge of the historical development of adapted physical education.

4.2 Philosophical Aspects

- 4.2.1 Demonstrate understanding of the philosophical basis of adapted physical education.

4.3 Issues and Trends

- 4.3.1 Demonstrate awareness of current enabling legislation and its effect upon adapted physical education.

- 4.3.2 Demonstrate awareness of litigation related to adapted physical education including the rights and responsibilities of parents, teachers and pupils.

4.4 Interdisciplinary Concept

- 4.4.1 Demonstrate understanding of the role and significance of the adapted physical educator on the interdisciplinary team.

- 4.4.2 Demonstrate an understanding of the competencies needed for interaction on an interdisciplinary team.

5.0 Assessment and Evaluation

5.1 Performance Assessment

- 5.1.1 Demonstrate knowledge of appropriate instruments and procedures utilized to measure physiological, biomechanical and psychomotor functioning.

- 5.1.2 Demonstrate understanding of the criteria for construction of assessment instruments when appropriate tools do not exist.

5.2 Program Goals and Objectives

- 5.2.1 Demonstrate awareness of the goals of adapted physical education as specified in current enabling legislation.
- 5.2.2 Demonstrate an understanding of performance levels and instructional objectives which lead to the fulfillment of the goals of adapted physical education in the psychomotor, affective and cognitive domains.

5.3 Individualizing Instruction

- 5.3.1 Demonstrate an understanding of the components of individualized instruction.
- 5.3.2 Demonstrate an understanding of the development of appropriate programs for pupils based upon current levels of performance as established by the individualized education plan.
- 5.3.3 Demonstrate an understanding of the scientific basis for contraindicated exercises and activities.

5.4 Program Evaluation

- 5.4.1 Demonstrate knowledge of principles involved in the assessment of program effectiveness.

20% 6.0 Instructional Subject Matter**6.1 Psychomotor Skills, Rules and Strategies**

6.1.1 Demonstrate knowledge of developmental activities, exercises, movement education, games, sports, rhythms and aquatics suited to the needs, limitations and capacities of exceptional individuals.

6.1.2 Demonstrate an understanding of the principles for adapting developmental activities, exercises, movement education, games, sports, rhythms and aquatics for exceptional individuals.

6.1.3 Demonstrate awareness of the governing organization regulating adapted sports and games.

7.0 Health and Safety Concepts 5%

7.1 Physical Activity and Health

7.1.1 Demonstrate awareness of unique health problems associated with exceptionalities and common practices for management of same.

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7.1.2 Demonstrate awareness of the role of physical activity and its unique contribution to the health of exceptional individuals.

7.2 Factors Affecting Health

7.2.1 Demonstrate knowledge of the effects of drugs, fatigue and restrictions due to illness on mental and physical health.

7.2.2 Demonstrate knowledge of the importance of personal hygiene, posture and nutrition and the implications for specific exception-
alities.

7.3 Safety

7.3.1 Demonstrate an understanding of the principles of safety as they relate to physical activities, including the recognition of safe and unsafe practices.

7.3.2 Demonstrate knowledge of efficient lifting and assisting techniques.